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ABSTRACT

This manual explains how to administer the instrument, Life Career Development Needs Survey--Elementary School (grades 4-6), and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Guidance Project's life career development model. (ERIC document ED 160 850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE 019 692 describes the postsecondary and adult model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for secondary students (CE 019 698) and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)

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ED166428

LIFE CAREER DEVELOPMENT NEEDS SURVEY

ELEMENTARY SCHOOL

Comprehensive Career Guidance Projects
College of Education
University of Missouri-Columbia

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June, 1977

CE 019 697

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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INTRODUCTION

This manual explains how to administer the LIFE CAREER DEVELOPMENT NEEDS SURVEY-ELEMENTARY SCHOOL and suggests ways to interpret the data obtained.

The needs were derived from three domain areas in this instrument: Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning. These domains represent major spheres of concern in a life career development program. Suggested in Career Guidance in Georgia - A Program Development Guide (Dagley and Hartley, 1976).

Data from the LIFE CAREER DEVELOPMENT NEEDS SURVEY-ELEMENTARY SCHOOL may be processed through computer analysis or through hand computation. Information presented about interpretation of the instrument allows for either method to be utilized. In addition, computational aids are provided in Appendix A to assist those individuals who choose to compute by hand.

DIRECTIONS FOR ADMINISTRATION

The LIFE CAREER DEVELOPMENT NEEDS SURVEY-ELEMENTARY SCHOOL instrument is primarily designed for grades 4-6. It may be adminstered in an individual or group setting. It is preferable to adminster the entire instrument in one session; however, when this is not possible the instrument may also be given in complete sections.

Instruct the students to write the school name and the date on the designated lines on the front page of the instrument and to fill in the circle for their sex and grade. The students should then print their last name and the initial of their first name in the boxes of the name grid. The circles of the name grid should be filled in to correspond to the letters printed in the boxes.

Schools that are using the data only for guidance program evaluation may choose to have the students omit their names. If follow-up studies or individual applications are a possibility, filling out the name grid would be necessary.

Read aloud to the students the information labeled To the Student. Stress the statement which says "This is not a test with right or wrong answers." It is important to alleviate any fears that a student's response might affect his/her grades. Next read aloud the INSTRUCTIONS - these apply to all parts of the instrument. Be certain that the students fully comprehend the instructions, encouraging questions if anyone is unsure. If necessary, demonstrate on the blackboard how to FILL CIRCLE

completely. If the instruments are to be machine-scored, it is especially important that the instructions are understood and followed exactly. In this case, it may be helpful to explain to the students why these instructions must be followed precisely. An explanation could be something like this:

> *These instructions are very important because a machine will be 'reading' your answers. If you do not completely fill the circles for your answers, or if you make marks on your paper other than filling in circles for your answers, the machine will not be able to 'read' your paper. Since we want to know <u>everyone's</u> idea and opinions, please follow the instructions carefully.*

Proceed to the <u>Directions</u> and read aloud to the students. It is important that the students understand that they are first to complete Step 1 for all of Section A, then Step 2 for all of Section A; they do the same for Section B and then for Section C. When they understand these directions, go to Step 1 and read aloud. If the students do not comprehend the concept of "need," you may give them this explanation:

> *A need is something we must have in order to live a full and happy life. There are many different kinds of needs. For example, we need food and sleep to keep us alive; we need at least one friend to keep us from feeling lonely. Some needs are more important to us than others; and sometimes our needs are being met and sometimes they aren't.*

When you are certain the students understand Step 1, proceed to Step 2 and read it aloud to the students, answering any questions that arise.

There is no time limit for completing this instrument. Each student may take whatever amount of time necessary in order to finish. As a

student completes one section of the instrument he/she may immediately go on to the next section, unless the administrator of the instrument wishes to give only one section during the session.

It is permissible to read the instrument items to a student, as well as fill in the circles for him/her when necessary. If the instrument is being read to a student, it is very important that the reader maintain a neutral manner and tone of voice; any positive or negative "hidden messages" on the reader's part will bias the results.

INSTRUMENT INTERPRETATION

A variety of factors enter into the interpretation and utilization of data from this instrument. In addition to objective data, factors related to a particular school situation are important as a framework for analyzing the instrument results. Staff composition and pattern, school population, financial and personnel resources are examples of such factors which are unique to each school and which influence the instrument data interpretation. This manual cannot attend to all the implications of the varying combinations of these factors. Each school system will need to generalize the basic interpretation suggestions of this manual to their own specific situation.

Described in this manual are the kinds of objective data that can be obtained from the instrument. This data information can best be expressed in the form of percentages. Important implications for program planning are identified by using group percentage information.

Data from specific students is useful as a tool for individualizing educational programs to meet their needs. A school may wish to develop normative data for the local district; state norms may be developed at a later date. While this manual does not describe the procedures for accumulating this type of data, it is recommended that this be done by any school system which uses this instrument extensively.

The purpose of the LIFE CAREER DEVELOPMENT NEEDS SURVEY-ELEMENTARY SCHOOL is to determine students' level of need in the domain areas. The data may be used to analyze needs by separate domains and by specific need items, as well as to identify crucial needs and to help rank the priorities of the needs. The data may be evaluated by classroom or school groups or on an individual student basis.

1. Career Domain Needs: The percentage of HIGH NEED responses and of LOW NEED responses for each domain area points out the magnitude of student perceived need in each domain. This information is particularly helpful in examining the differences and similarities in perceived domain needs for each grade level and for male and female.

2. Specific Needs: A more specific examination of student needs is possible using the percentage figures for HIGH NEED responses and LOW NEED responses for each need item. Those items with the largest percentage of HIGH NEED responses warrant the greatest attention. It is also useful to determine if the highest need items cluster

in some way, or are related to each other. This consideration may give clues to special student problems or concerns.

3. Crucial Needs: Through the forced choice of five MOST IMPORTANT NEEDS for each domain, those items which are of crucial concern to students are revealed. These items require particular attention in evaluating the school program's accomodation of these needs.

4. Prioritizing Needs: A very helpful way to analyze the instrument information and develop program plans is to plot the data on a Priority Quadrant Form (see Section C). Combining the information from Nos. 2 and 3 above, low, moderate and high priorities for student needs can be determined. Those needs which fall into the high priority category can serve as the emphasis areas in program plans.

5. Individual Student: A teacher may want to analyze an individual student's perceived needs. The pattern of HIGH NEED and LOW NEED responses reveals the relative importance or concern of various areas to that student. Those items identified as MOST IMPORTANT NEED point out the crucial areas to focus on in planning for that student. The information obtained through analysis of a student's responses may suggest the need for intervention such as individual counseling, special group work, or parent conference, in particular areas.

Appendix A

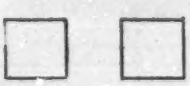
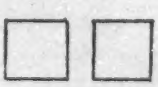
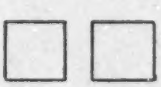
COMPUTATIONAL AIDS

Directions: For each item, tally the number of times it receives a HIGH NEED response, a LOW NEED response, and a MOST IMPORTANT NEED response. Transfer the figures to the SUMMARY GRAPH below.

SUMMARY GRAPH

	Section A: INTERPERSONAL EFFECTIVENESS				Section B: WORK AND LIFE SKILLS				Section C: LIFE CAREER PLANNING		
	HIGH NEED	LOW NEED	MOST IMPORTANT NEED		HIGH NEED	LOW NEED	MOST IMPORTANT NEED		HIGH NEED	LOW NEED	MOST IMPORTANT NEED
1.				21.				41.			
2.				22.				42.			
3.				23.				43.			
4.				24.				44.			
5.				25.				45.			
6.				26.				46.			
7.				27.				47.			
8.				28.				48.			
9.				29.				49.			
10.				30.				50.			
11.				31.				51.			
12.				32.				52.			
13.				33.				53.			
14.				34.				54.			
15.				35.				55.			
16.				36.				56.			
17.				37.				57.			
18.				38.				58.			
19.				39.				59.			
20.				40.				60.			

TOTAL*

COMPUTATIONAL AIDS - continued

1. Career Domain Needs - Using the SUMMARY GRAPH, total all the HIGH NEED responses and LOW NEED responses for Section A, for Section B, and for Section C. Place the figures in the TOTAL* boxes. Use the following formula to obtain percentages for each:

$$\frac{\text{TOTAL}}{20 \times \text{no. of students responding}} = ____\%$$

		HIGH NEED	LOW NEED
Section A:	INTERPERSONAL EFFECTIVENESS	____%	____%
Section B:	WORK AND LIFE SKILLS	____%	____%
Section C:	LIFE CAREER PLANNING	____%	____%

2. Specific Needs - Using the SUMMARY GRAPH information, compute percentage figures for HIGH NEED responses and LOW NEED responses for each item according to the following formula:

$$\frac{\text{no. of responses}}{60 \times \text{no. of students responding}} = ____\%$$

Transfer the figures to the PERCENTAGE GRAPH.

3. Crucial Needs - Using the SUMMARY GRAPH information, compute the percentage of MOST IMPORTANT NEED responses for each item according to the following formula:

$$\frac{\text{no. of responses}}{60 \times \text{no. of students responding}} = ____\%$$

Transfer the figures to the PERCENTAGE GRAPH.

PERCENTAGE CHART

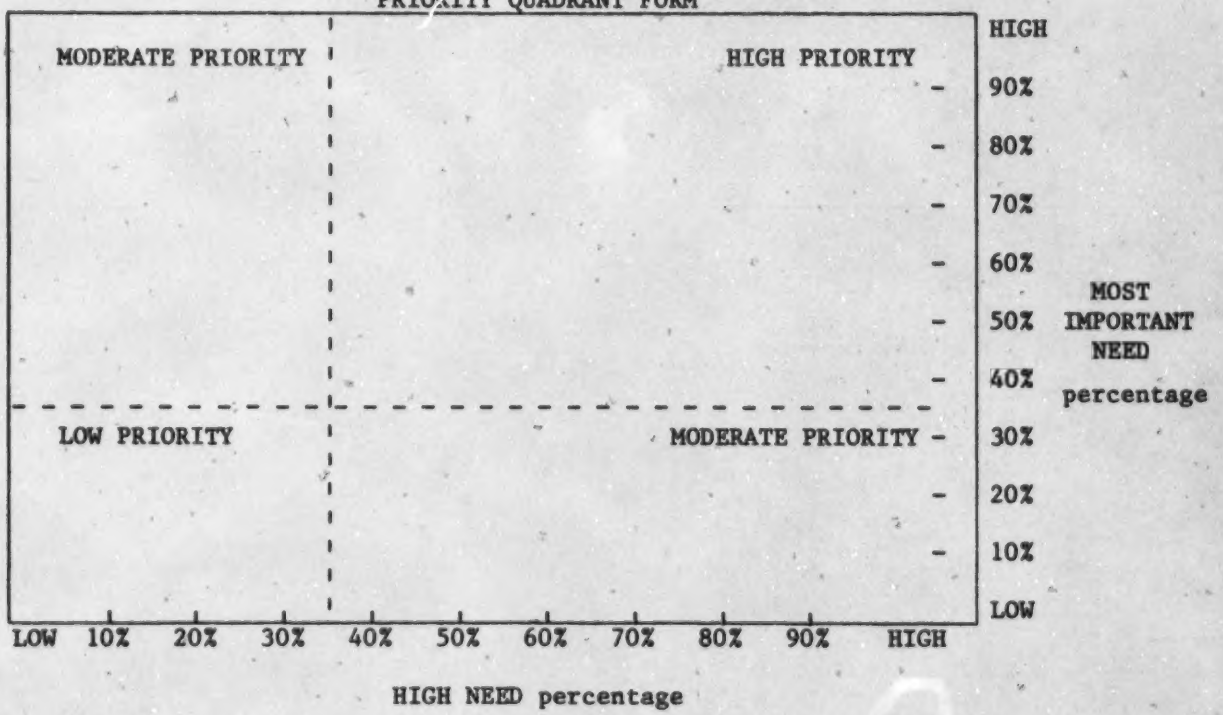
	Section A: INTERPERSONAL EFFECTIVENESS				Section B: WORK AND LIFE SKILLS				Section C: LIFE CAREER PLANNING			
	HIGH NEED	LOW NEED	MOST IMPORTANT NEED		HIGH NEED	LOW NEED	MOST IMPORTANT NEED		HIGH NEED	LOW NEED	MOST IMPORTANT NEED	
1.				21.				41.				
2.				22.				42.				
3.				23.				43.				
4.				24.				44.				
5.				25.				45.				
6.				26.				46.				
7.				27.				47.				
8.				28.				48.				
9.				29.				49.				
10.				30.				50.				
11.				31.				51.				
12.				32.				52.				
13.				33.				53.				
14.				34.				54.				
15.				35.				55.				
16.				36.				56.				
17.				37.				57.				
18.				38.				58.				
19.				39.				59.				
20.				40.				60.				

4. Prioritizing Needs: Use the HIGH NEED and MOST IMPORTANT NEED percentage figures from the PERCENTAGE GRAPH and plot each item number on the PRIORITY QUADRANT FORM.

The dotted lines separate the graph into four priority areas; the placement of these lines is discretionary and may be adjusted to accomodate particular data needs.

Example: If item number 1 was indicated HIGH NEED by 60% of the students, and MOST IMPORTANT NEED by 40% of the students, follow the horizontal percentage line over to 60% and then go vertically up to 40% and place a #1. This puts item number 1 in the HIGH PRIORITY section of the PRIORITY QUADRANT FORM.

PRIORITY QUADRANT FORM



Appendix B: Life Career Development Needs Survey

Revised 6/77 School Name _____ Date _____

LIFE CAREER DEVELOPMENT NEEDS SURVEY
ELEMENTARY SCHOOL

Earl J. Moore and Yvonne Cecil Miller

Last Name

○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ	○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ	○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ	○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ	○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ	○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ	○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ	○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ	○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ	○ Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ

Please mark your Grade and Sex

Grade: ○ 4 ○ 5 ○ 6

Sex: ○ Male ○ Female

To the Student:
Your school is interested in becoming a better place for your learning. You can help by thinking about the things you will read on the next few pages and answering as honestly as you can. This is not a test with right or wrong answers. It will help your school to understand your ideas and opinions. Thank you!

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

There are three parts to this questionnaire - Sections A, B, and C. Do Step 1 and Step 2, as explained below, for each section.

Step 1. Read each sentence carefully. Each one tells about something that many elementary school students think they need.

Now make a decision. Do you think your need in this area is high or low?

Fill in the circle that shows what you think.

If you think you have a high need in this area.....
fill in the circle that says HIGH NEED ● LOW NEED ○

If you think you have a low need in this area.....
fill in the circle that says HIGH NEED ○ LOW NEED ●

Step 2. Choose the five needs in this section that are MOST IMPORTANT to you. Some of the needs you read about are very important to you. Some are not. In the second column, fill in the circle for each of the five needs that are MOST IMPORTANT to you.

Here is an example of how to fill in the circle for a MOST IMPORTANT NEED.

	HIGH NEED	LOW NEED	MOST IMPORTANT NEED
I NEED: 1. to be able to share	●	○	●

If you have any questions about what you are to do, ask them now.

Section A: INTERPERSONAL EFFECTIVENESS

Step 1. The sentences on this page are about things you need in order to feel good about yourself and the way you get along with others. Fill in the circle to show whether you feel you have a high need or a low need in each area.

Step 2. Choose the five needs that are MOST IMPORTANT to you. Fill in the circle for each of these five in the column marked MOST IMPORTANT NEED.

		HIGH NEED	LOW NEED	MOST IMPORTANT NEED
I NEED:	1. to be able to share my feelings with others	O	O	O
	2. to be able to tell my ideas in a way others can understand	O	O	O
	3. to have a close friend	O	O	O
	4. to have a good sense of humor	O	O	O
	5. to be liked by boys my age	O	O	O
	6. to be liked by girls my age	O	O	O
	7. to feel that my parents understand my feelings and ideas	O	O	O
	8. to feel that my parents are satisfied with me	O	O	O
	9. to be able to get along with other kids when working together	O	O	O
	10. to understand what I do that makes others feel good or bad	O	O	O
	11. to feel that my teachers understand my feelings and ideas	O	O	O
	12. to feel that my teachers are satisfied with me	O	O	O
	13. to know how to stay out of trouble with teachers	O	O	O
	14. to feel good about what I do and accomplish	O	O	O
	15. to be willing to try new things	O	O	O
	16. to feel satisfied with how I look	O	O	O
	17. to worry less and not get upset about myself	O	O	O
	18. to stand up for my ideas and beliefs	O	O	O
	19. to be able to do things on my own	O	O	O
	20. to know how others feel toward me	O	O	O

Section B: WORK AND LIFE SKILLS

Step 1. The sentences on this page are about things that you need to be concerned about so that you can live a productive and successful life. Fill in the circle to show whether you feel you have a high need or a low need in each area.

Step 2. Choose the five needs that are MOST IMPORTANT to you. Fill in the circle for each of these five in the column marked MOST IMPORTANT NEED.

		HIGH NEED	LOW NEED	MOST IMPORTANT NEED
I NEED:	21. to know how to spend my money wisely (and not get fooled by ads and commercials)	O	O	O
	22. to know how to save money for things I want	O	O	O
	23. to know about world events that might affect me or my future	O	O	O
	24. to understand how people can get involved in government	O	O	O
	25. to be able to get along with others in the neighborhood	O	O	O
	26. to be able to get along with others in my family	O	O	O
	27. to understand how school subjects help in getting ready for jobs	O	O	O
	28. to know how to start my work and complete it on time	O	O	O
	29. to know how to use tools to build or repair things	O	O	O
	30. to know how to look for summer or after school work (like babysitting or paper route)	O	O	O
	31. to know how to get different kinds of information from people in the community	O	O	O
	32. to know how to introduce myself to people in different situations	O	O	O
	33. to know about different workers' jobs	O	O	O
	34. to know what kind of training is needed for different jobs	O	O	O
	35. to know how much money different jobs pay	O	O	O
	36. to be involved in hobbies or sports so I can learn what I enjoy most	O	O	O
	37. to use time for myself to do what I want	O	O	O
	38. to understand what adults like and dislike about their jobs	O	O	O
	39. to understand why people choose different jobs	O	O	O
	40. to understand how workers depend on each other in their jobs	O	O	O

Section C: **LIFE CAREER PLANNING**

Step 1. The sentences on this page are about things you need in order to prepare yourself for the future and be able to make decisions about what you want to do in your life. Fill in the circle to show whether you feel you have a high need or a low need in each area.

Step 2. Choose the five needs that are MOST IMPORTANT to you. Fill in the circle for each of these five in the column marked MOST IMPORTANT NEED.

		HIGH NEED	LOW NEED	MOST IMPORTANT NEED
I NEED:	41. to be able to change things when they aren't working out	O	O	O
	42. to understand how my feelings affect my choices	O	O	O
	43. to understand how other people affect my choices	O	O	O
	44. to know what things are important to me	O	O	O
	45. to know how to make plans for myself and carry them out	O	O	O
	46. to know how to keep myself neat and clean and in good health	O	O	O
	47. to know how to remember what I have learned	O	O	O
	48. to be able to follow directions	O	O	O
	49. to be able to concentrate on my school work	O	O	O
	50. to know how to keep things neat so I can find them	O	O	O
	51. to know how to improve my grades	O	O	O
	52. to understand math	O	O	O
	53. to have good reading skills	O	O	O
	54. to have good writing skills	O	O	O
	55. to know what things I can do well	O	O	O
	56. to know if I have the ability to do good school work	O	O	O
	57. to understand my likes and dislikes	O	O	O
	58. to have good sports and physical education skills	O	O	O
	59. to know how to use my musical and art talents	O	O	O
	60. to be able to find the information I need to do my school work	O	O	O